

## LESSON ELEVEN

### **Core Learning Goal: 2**

The students will demonstrate an understanding of the history, diversity, and commonality of the peoples of the nation and world, the reality of human interdependence, and the need for global cooperation, through a perspective that is both historical and multicultural.

### **Expectation: 1**

The student will evaluate the interdependent relationship of United States politics and government to world affairs.

### **Indicator 2.1.2**

The student will evaluate the effectiveness of international alliances and organizations from the perspective of the United States.

#### **Assessment limits:**

? **United Nations** and other organizations categorized as:

Security – North Atlantic Treaty Organization

Economic – North American Free Trade Agreement,

International Monetary Fund, World Bank

Humanitarian – International Red Cross

Other alliances and organization may be used, but information will be provided in the item.

? **Issues of** national sovereignty, self determination, and **human rights** on international alliances and organizations. Issues are limited to the twentieth century.

### **Overview:**

This lesson connects the United Nations' *Universal Declaration of Human Rights* (UDHR) and the United States Constitution. Additional information on this topic can be found in the April 1999 edition of ***Social Education***.

### **Lesson Objectives:**

Students will apply the United Nations' *UDHR* and the United States Constitution to contemporary situations.

Students will predict possible United Nations responses to violations of the *Universal Declaration of Human Rights*.

### **Materials:**

*Universal Declaration of Human Rights* (sometimes in government texts)

Copy of the United States Constitution

Student Handout: ***Are These Human Rights Violations?***

Useful websites:

<http://rights.amnesty.org/>

[www.un.org/rights/](http://www.un.org/rights/)

**Procedures:**

1. Ask students what their lives were like as 10 year olds. Describe an example of child labor in a developing nation, such as soccer balls being sewn by children under 12.
2. Ask students if the United Nations should be concerned about child labor abuses. Distribute copies of the *Universal Declaration of Human Rights*. Have students find one article that is related to child labor. Discuss the student suggestions.
3. Tell the students that today they will be investigating human rights violations. Be sure that students have a copy of the United States Constitution. Distribute the handout ***Are These Human Rights Violations?*** and have students complete the activity.
4. Conduct a debriefing of the 14 scenarios. Then have students share their proposed United Nations/Red Cross actions.

**Assessment of Indicator:**

Have students answer this Brief Constructed Response item:

- ? Are human rights universal? Explain.
- ? Should the United Nations have the authority to enforce the *Universal Declaration of Human Rights*? Why or why not?
- ? Include examples and details to support your answer.

Use the Social Studies Rubric to score student responses.

## Are these Human Right Violations?

### Directions:

Using the *Universal Declaration of Human Rights*, decide if each situation violates human rights. If it is a violation, identify the article(s) of the *UDHR* involved. Then identify a United States law/amendment that protects this right, or state that the Constitution has nothing to protect that right.

1. Before class starts, the teacher says, "You can't pray in school."

UDHR article involved: \_\_\_\_\_  
Constitutional right? \_\_\_\_\_

2. A child in the family goes to sleep hungry because the parents have no money to buy food.

UDHR article involved: \_\_\_\_\_  
Constitutional right? \_\_\_\_\_

3. A student receives a poor education in her high school and is rejected for every job she applies for.

UDHR article involved: \_\_\_\_\_  
Constitutional right? \_\_\_\_\_

4. A Spanish speaking student speaks Spanish to another student. The principal tells the student that only English may be spoken in school.

UDHR article involved: \_\_\_\_\_  
Constitutional right? \_\_\_\_\_

5. A woman is ill and is turned away from a hospital because she doesn't have health insurance or the money to pay her medical bills.

UDHR article involved: \_\_\_\_\_  
Constitutional right? \_\_\_\_\_

6. A boy attends a public school that does not have enough books for all its students.

UDHR article involved: \_\_\_\_\_  
Constitutional right? \_\_\_\_\_

7. A newspaper is not allowed to publish the method of making a bomb.

UDHR article involved: \_\_\_\_\_  
Constitutional right? \_\_\_\_\_

7. Hutus rounded up rival Tutsi tribesmen in Rwanda and executed entire villages.

UDHR article involved: \_\_\_\_\_  
Constitutional right? \_\_\_\_\_

9. A former leader of Serbia was charged with the “ethnic cleansing” of Croatia.

UDHR article involved: \_\_\_\_\_  
Constitutional right? \_\_\_\_\_

10. Students gathered in Tianamen Square to promote democracy within the People’s Republic of China.

UDHR article involved: \_\_\_\_\_  
Constitutional right? \_\_\_\_\_

11. Somali warlords engaged in a civil war disrupted the distribution of food, causing widespread famine and death due to malnutrition.

UDHR article involved: \_\_\_\_\_  
Constitutional right? \_\_\_\_\_

12. The People’s Republic of China produces products with prison labor.

UDHR article involved: \_\_\_\_\_  
Constitutional right? \_\_\_\_\_

13. The nation of Cuba does not allow its citizens to freely leave that nation.

UDHR article involved: \_\_\_\_\_

Constitutional right? \_\_\_\_\_

14. The nation of Iraq invaded Kuwait and annexed it, claiming that it was part of Iraq.

UDHR article involved: \_\_\_\_\_

Constitutional right? \_\_\_\_\_

**Select any four of the last examples (#8-14) and write possible actions that the United Nations or the International Red Cross could take to solve the human rights violation.**

Example \_\_\_\_\_

Description of proposed action:

Example \_\_\_\_\_

Description of proposed action:

Example \_\_\_\_\_

Description of proposed action:

Example \_\_\_\_\_

Description of proposed action: